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THE SIX-YEAR HIGH-SCHOOL PLAN AT GOSHEN, IND.

SUPERINTENDENT VICTOR W. B. HEDGEPEETH
Goshen, Ind.

[ABBREVIATED]

The six years' work offered by the Goshen High School is the result of a real demand, rather than an experiment based on any academic discussion as to the advisability of such an extension.

During the past few years a considerable number of the students have returned, in the year following graduation, to do work in the undergraduate courses. These pupils felt the need of a more extended course in school, but many of them were unable to meet the expense necessary to a course in college. Also a number of parents kept their children at home the year following graduation because they thought them too young to be sent away from home. During the year out of school the boys usually found work whose immediate rewards in dollars and cents seemed greater than the remoter rewards of learning; and the girls developed other ambitions. The plan of extending the course was projected to satisfy the cravings of the first class of boys and girls, and to correct the mistaken tendencies of the second.

Since the field for such a movement existed, locally, there remained but three additional things to do: (1) to provide a faculty whose work would be recognized by the colleges; (2) to provide suitable rooms and equipment; (3) to provide the ways and means financially.

In selecting the instructors we apply directly to the colleges for the material required. This enables us to enrol a faculty of the best grade from the best schools. In Goshen, only in rare cases do we have two from the same college. This year in a faculty of eleven we have represented nine colleges and universities.

In room and equipment we have provided the most modern and thoroughly furnished high school we know how to build; that is, for representing, the best we can, the educational ideas peculiar to the Goshen community.

The ways and means for meeting the extra expense incurred in the addition of two years' work to the curriculum, we obtain, partly,

by charging an individual tuition fee of \$30. With us this is large enough to avoid extra taxes. In other communities, of course, the fee will be more or less. As long as the institution of these extra courses does not operate to raise the tax levy, the most indifferent citizen cannot object, even though the law does not provide for the charging of fees in the public free schools.

Recently, in order that the so-called gap between the grades and the high school might be properly bridged, we have extended the departmental plan to include the seventh and eighth grades. I should say that this extension has done more than to bridge the gap; it appears to have closed it entirely. Now the seventh- and eighth-grade pupils have the same mechanical plan as the high school, the same system of administration, reports, etc. Also the departmental plan will enable the introduction, without loss, of algebra, Latin, and botany into the grades below the high school, if advisable.

This attempt at the co-ordinate development of the physical, mental, and manual lines has met with a hearty response from the pupils, as our high school enrolls about 350, as against 1,250 for the grades. Of this number in round numbers 100 are children of parents living without the corporation and who pay for school privileges. This fund enables us to provide the additional two years at the slight charge of \$30. Yet, if the fund were sufficient without this fee, we think it advisable to require it, as it is a good thing for the boy to learn that he must begin to pay for things.

Out of this high-school body of 300 or more, we have annually a graduating class of from 30 to 40. Thirty-five per cent. of these find their way to college. To be more exact, the total number graduating in 1901, 1902, 1903, was 105. Of these 37 went to college, and 12 returned to the high school to do further undergraduate work. A careful questioning of this year's class of 42 shows that 15 expect to go to college, and 20 expect to avail themselves of the advanced work offered by the high school. Of those who will do additional work in the high school at home, it is safe to say over half will find ways and means to finish the two years' work away from home. It is something to a boy to be able to see a way clear through, rather than to be looking blankly at the wall confronting him.

The high school is now offering the first year of advanced work,

and although the announcements were late, five boys and two girls of the class of 1904 have availed themselves of the opportunity.

The following letter was addressed to the leading citizens and patrons, requesting an opinion of the extension movement.

GOSHEN, IND., November 5, 1904.

DEAR SIR:—The University of Chicago desires expressions from the leading citizens in approval, or disapproval, of the Goshen six-year high-school plan.

The plan enables parents to keep their children at home an additional year or two at the saving of college expenses and at no loss of time, the colleges recognizing such work as equivalent to the corresponding work done in residence.

The charge of a tuition fee of \$30 per year from those pursuing the postgraduate work covers all additional expense without any increase whatever in taxation.

An early reply will oblige.

VICTOR W. B. HEDGEPEETH,

In view of the cordial reception of the proposed plan, both by citizens and pupils, the board of education voted to extend the course two full years; and, desiring to have this work accepted by the University of Chicago, informed President Harper of their plan in a communication of which the following is a copy:

President W. R. Harper, University of Chicago.

DEAR SIR:—We wish to assure you that the institution of the six-year high-school plan in Goshen is permanent, and has the entire support of the board of education, and the hearty approval and patronage of the citizens. We wish to state, further, that we will do all we can toward placing the last two years' work on such a plane as will entitle pupils to college recognition.

Very truly yours,

JOSEPH H. LESH,

FRANK KELLY,

GEORGE B. SLATE,

Board of Education.

The University was further requested to send to Goshen a special committee of inspection looking toward the acceptance of the graduate work by the University.

After a personal conference with the Dean of Affiliations and inspection of the school by him and two other officers of the University, the following conditions and courses arranged by Dean Miller and Miss Lillian E. Michael, principal, were agreed upon by the board of education and the superintendent as offering a requisite basis for the proper institution of the additional studies:

PROPOSED ARTICLES OF AGREEMENT BETWEEN THE UNIVERSITY OF CHICAGO
AND THE GOSHEN HIGH SCHOOL IN ACCORDANCE WITH WHICH THE UNIVERSITY
WILL ACCEPT THE WORK OF THE GOSHEN HIGH SCHOOL FOR ADVANCED
STANDING

I. *Studies and Prerequisites.*

Three majors¹ of work in Latin based upon four full years of secondary-school Latin.

Three majors of work in mathematics based upon three full years of secondary-school mathematics.

Three majors of work in English based upon three full years of secondary-school English.

Two majors of work in modern and mediæval history based upon one full years' work in ancient history.

Three majors of work in German based upon two full years' work in elementary German.

Three majors of work in chemistry based upon one full year's work in secondary chemistry.

One major of work in physics based upon one full year in secondary physics.

These studies must be pursued strictly as postgraduate studies; that is, only by pupils who have gained the requisite units of credit for admission according to the University requirement. The courses offered must be equivalent in amount and character to the corresponding courses in the University.

2. *Number of studies.*—A student may not pursue more than three studies in any given quarter, except that the school requirement in public speaking may be taken in addition to these.

3. *Teachers.*

a) Each teacher giving instruction in collegiate work must be approved by that department of the University in which his work is to be credited.

b) His work in the undergraduate department should be so decreased that he may give ample attention to his collegiate work.

4. *Tests.*

a) The work shall be visited from time to time by representatives from the departments concerned at the expense of the Goshen High School.

b) At the end of each quarter's course a final examination shall be prepared by the teacher which shall be sent to the University for the approval of the proper department before it is set to the pupils.

c) Examination papers, when written, shall be sent to the University to be read and graded at the expense of the Goshen High School.

5. *Proposed program of two years' postgraduate study of the Goshen High School.*

First year, first quarter—Latin, mathematics, English; second quarter—German, mathematics, English; third quarter—Latin, mathematics, German.

¹ A major is a study pursued for twelve weeks, five days in the week.

Second year, first quarter—chemistry, English, German; second quarter—chemistry, Latin, mediæval history; third quarter—chemistry, physics, modern history.

Such a course, if properly based on undergraduate studies under the conditions prescribed, ought to enable the boy or girl to enter one of the Senior Colleges on a sound footing, or upon his years of real living, with fair chances of touching his environment in many understandable points.

REPORT OF THE COMMISSION OF TWENTY-ONE

To the Members of the Eighteenth Educational Conference of Academies and High Schools in Relations with the University of Chicago:

The Commission of Twenty-one appointed two years ago to consider the propositions specified on p. 2 of the program, presented to the Seventeenth Educational Conference three independent reports, from the point of view of the elementary school, the high school, and the college respectively. By your action, taken one year ago, you referred these several reports to the commission as a whole, adding to the twenty-one persons already appointed the President of the University as chairman, and requested the commission to unify these several statements and to report to your body definite recommendations along the line of these propositions.

The report of the special committee representing the elementary school made one year ago advocated in substance a seven-year elementary-school course. The special committee representing the high school indicated in its report the work that should be done in a six-year high-school course in order to prepare students to enter the junior year of college. The report of the special committee representing the college made no direct recommendation.

It was understood by your commission that you expected a careful consideration of these reports, and, if possible, certain definite conclusions in the form of recommendations. But we desire to state that in the progress of our work we have found that the questions involved are of a most difficult and fundamental character, and that the data on the basis of which conclusions may be reached are few